

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations – Cherokee, Catawba, and Yemassee – that influenced the development of colonial South Carolina. (H, G, E, P)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In second grade, students learned about the cultural contributions of Native American nations (2-1.3). They will have no previous knowledge of the governance and geographic location of different Native Americans in South Carolina.

In the future, fourth grade students will learn of the introduction of corn, potatoes, peanuts, and squash to Europeans by Native Americans (4-1.4). Students will also compare the everyday life and culture of the major Native American cultural groups, including the Eastern Woodlands (4-2.2) and learn how aid from Native Americans contributed to the American victory in the Revolutionary War (4-3.5). In eighth grade, students will summarize the culture, political systems, and daily lives of the Native Americans of the Eastern Woodlands (8-1.1).

In fourth grade, students will use the land bridge theory to summarize and illustrate the spread of Native American populations (4-2.1) and students will compare the physical environment of Native Americans in the Eastern Woodlands to other Native American groups in the Southeast, the Plains, the Southwest, and the Pacific Northwest (4-2.2).

It is essential for students to know: The Native American tribes of the Eastern Woodland region who lived in South Carolina were different from one another in language. However their cultures and government were similar. Culture depended on the geographic area in which they lived.

Cherokee culture involved living off the mountainous land of the Blue Ridge Mountain region and the hilly western Piedmont. The Cherokee settled near rivers and the Cherokee nation was comprised of many villages that were loosely united with each other. Cherokee traveled from village to village in large dugout canoes. They were hunters/gatherers, fishermen and farmers. They lived in longhouses during the summer and wattle and daub houses in the winter. The Cherokee were powerful and thought of themselves as “the real people.” Their villages were run by councils where different leaders made decisions affecting the people. The leaders were elected and the Cherokee had a form of a constitution. Cherokee women sat on the village councils and had a significant voice in whether or not the tribe went to war. The Cherokee were traders and had a well traveled trail that ran from the mountains to the Atlantic Ocean.

The **Catawba** lived off the land of the Piedmont. They were also hunters and farmers. The Catawba traveled the rivers in dugout canoes and were known as “River People.” They were powerful in their part of the state, near where Rock Hill is today. The Catawba lived in wigwams and were also governed by councils. The Catawba were famous for their pottery and were more peaceful than many Native Americans of that time in South Carolina.

The **Yemassee** lived in the coastal zone on the southern coast of South Carolina, near the Georgia border. They lived in wigwams close to the coast in the summer and farther inland in wattle and daub houses along rivers during the winter. The Yemassee hunted, fished, farmed, and gathered clams and oysters.

It is not essential for students to know all of the other Native American groups in South Carolina. While the origin tales are popular in the reading texts, the legends and lore of the Native Americans of South Carolina are not essential information in the social studies classroom.

Assessment Guidelines: Appropriate assessment of this indicator would require students to *compare* the culture, governance and geographic location of the principal nations of Native Americans in South Carolina; therefore, the primary focus of assessment should be to **describe** the nations and to detect ways that these nations were alike and different. However, appropriate assessments should also require students to *identify* the nation based on its description; or *illustrate* the nations by their unique attributes or the characteristics of their geographic region. Assessments should also require students to **summarize** the impact of how these Native American tribes influenced colonial South Carolina.